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Mathes Hall extends welcome.

Students return to residence hall living

Nearly all on-campus living units at Western were occupied as fall quarter opened, giving the college residence hall program its highest occupancy rate in the past several years, according to Housing and Dining Director Pete Coy.

As students arrived for the beginning of the 1975-76 academic year, almost every dorm room, apartment, mobile home and even some former seminar rooms and small lounges became home for new and returning students.

Through attrition, the occupancy rate is expected to average out at between 90 and 95 per cent for the three quarters of the school year. This would mark a 22 per cent increase as compared with last year’s average of 73 per cent.

The on-campus housing picture is actually even higher than these figures indicate, however. Last year, the majority of Western’s 3,700 living units were occupied substantially by single individuals, while this year, due to increased demand for space, there are relatively few singles, Coy said.

Coy speculated that a variety of factors have combined to produce this surge back to on-campus living—not the least of which is the general state of the economy.

"People are now realizing that costs have increased for utilities, transportation and food," Coy noted. "We can buy considerably cheaper than students because we order in large quantities. It has become apparent to students that on-campus housing is cheaper than living off campus."

During the 1960s and early '70s, students were opting for the freedom and informal environment of off-campus living. Relaxation of curfew hours, dress codes, and an end to extreme sex segregation during the past couple of years have combined with higher private-dwelling costs to make on-campus living more attractive.

A tight off-campus housing market may also be a contributing factor in the move back to residence hall living. Although the Bellingham area has experienced an apartment- and home-building boom during the past five years, a recent survey showed the off-campus house- and apartment-rental market to be extremely strained.

Mrs. Nina Sailors of Women of Western pours punch during the informal afternoon reception.

Bill and Eleanor Ward of Tumwater, both 1953 graduates, talk with Vice President for Student Affairs Bill McDonald, and Keith Guy, right, director of residence hall programs, during an informal reception for student and their families held as part of orientation activities on September 27.

To McDonald’s left is the Wards’ daughter, Louisa, who was among the freshmen arriving on campus.
Geologists ponder cool question at conference

Does the colder weather of the last 25 years signal a new downturn into another ice age, or is it really just a short-term dip in a general warming trend?

A group of 46 geologists from all over the world gathered at Western in September to try to answer that question during the annual meeting of the International Geologic Correlation Project.

Geologists from six European countries, and from India, the U.S.S.R. and the U.S. were represented at the conference, commissioned and funded by the United Nations Educational, Scientific and Cultural Organization (UNESCO). Participants meet once each year in a different country to study and attempt to correlate data on climatic, glacial and other geologic phenomena.

Dr. Don Easterbrook, chairman of the Department of Geology, addresses the annual meeting of the International Geologic Correlation Project held in Arntzen Hall at Western.

Western maps aid emergency runs

When an aid car, ambulance or fire engine from the Fire Department headquarters in Bellingham responds to an emergency in Whatcom County, the driver is directed by radio to the exact location at which help is needed, by the fastest, most direct route available. The vehicle’s progress is aided by a system of maps provided through the cooperation of Western’s Geography Department.

The driver of an emergency vehicle leaving Bellingham’s Station No. 1 in answer to a call from the county may have only a general idea of where he is going as he passes through the station doors on Prospect Street. He may, for example, be heading for an address at Birch Bay on a road with which he is not familiar.

Rather than spend precious minutes looking for the right spot on the map before he gets under way, the driver can concentrate upon getting into his rig and out the door in the shortest possible time. From then on, he is guided to his destination by radio contact from a dispatcher in the station’s alarm room.

In the alarm room, an array of consoles containing communications equipment, electronic devices and information about the city and county is arranged so that it is immediately accessible to the man on duty. When emergency vehicles have been started on their way in answer to a call, the exact location of the fire, accident or other difficulty is located from a rotating file containing names of all roads and streets, listed alphabetically and by block number.

A quick flip of the files brings up a card containing the address, the phone number of the local fire department, map coordinates and other pertinent information. The card also contains a number that corresponds to a 35-mm slide located in a projector mounted on the wall above the console.

A push of a button lowers a projection screen from the ceiling. A second group of buttons brings up the proper slide, in this case of the Birch Bay area, into focus and by the time the screen is in position, a detailed map of the location of the emergency is in view, containing coordinates so that the particular road in question can be easily identified.

From that point on, the driver is guided by the radio operator from the alarm room. Total elapsed time from the moment the emergency call came in and accumulate more data. The first stop was in Whatcom County and other treks took the scientists to Whidbey Island, the Yakima Valley, eastern Washington and southwest British Columbia.

Dr. Don Easterbrook, chairman of Western’s Geology Department, was instrumental in bringing the conference to Bellingham. Last April he traveled to Prague, Czechoslovakia, to discuss the agenda and plan the conference. He and Dr. Dave Rahm of WWSC participated in the project.

The system of slides containing maps of the county was developed by Battalion Chief William Bennett of the Bellingham Fire Department in cooperation with Dan Turbeville, curator of Western’s map library, located in Arntzen Hall on campus.

Their first efforts in developing the system consisted of dividing a 5-by-8-foot map of Whatcom County into a series of numbered grids and photographing each grid. The result was 20 numbered slides covering the county.

The slides proved to be a great help, but small subdivisions, such as Birch Bay Village, Sudden Valley or any of a number of other areas, have many small, often meandering roads, too numerous to show up clearly on a map of a large area. A series of smaller, detailed maps have therefore been prepared to supplement the system.

The subdivision maps were drawn or provided by Bennett, who brings them...
PRESIDENT OLSCAMP, IN HIS FIRST ADDRESS TO THE FACULTY, EXAMINED MANY OF THE PROBLEMS AND THE PROSPECTS THAT WESTERN FACES IN THE NEAR FUTURE. HERE ARE EXCERPTS FROM THAT ADDRESS.

Hello! To those of you I've not already met, I would first like to say that I am happy to be here at last, and that I am looking forward to a long and fruitful association with all of you as my colleagues, and also, I genuinely hope, as my friends. I will need your help and your understanding when I make the inevitable mistakes I shall make; I will need your patience when events do not always happen as perhaps some will think they should, or when problems do not get solved as rapidly as you hope, or as completely. In return I promise you hard work, no vindictiveness, an open style of administration, no secretiveness, but discretion where confidence is requested, and complete commitment to the students, the faculty and the program of our university. Yes, I do think we are a university. I suppose I shall also be angry, sad, frustrated and short-tempered now and then, as becomes a human. In this respect only, I'll try to be as unhuman as I can.

I have asked to speak to you today about three things. First, I want to share with you some changes which have been made since I arrived in the middle of July. The goal of most of these changes was to decentralize some kinds of decision-making and advising, to change the chief advisory board to the president into one of university-wide representation and problem orientation rather than one concerned primarily with individual college concerns, and to emphasize the increasing importance of one of our divisions, Continuing Studies.

The President's Administrative Council will be the primary advisory body helping me in the ongoing management of the affairs of the institution, especially on non-academic matters. The membership of this body is: the Vice Presidents for Academic Affairs, Business and Student Affairs; the Dean of the Graduate School; the Executive Assistant to the President; the President of the Associated Students; the Chairman of the All-College Senate; the Registrar and Alumni Relations Officer; an Alumni Association representative; the Director of Labor Relations; the Director of Affirmative Action; the Director of the WWSC Foundation; the Business Manager and the President. Others will be invited as resource persons when the agenda concerns their areas.

The university budget, including salaries of all personnel, will be placed on an open library shelf in the Wilson Library as soon as it is printed each biennium.

A standing committee, the Legislative Advisory Committee, will be created to advise the President, the Executive Assistant to the President and the College Planning Officer on those matters with immediate programmatic import which will be brought before either the Legislature or the Council for Post-secondary Education. The membership of the committee will include both faculty and student representation. Other members will be from our alumni, the City of Bellingham, and appropriate visiting consultants.

These are the primary administrative changes since July.

On the never-ending issue of salaries I want you to know that I am aware of our unenviable position of being not only at the bottom of the scale within the seven-state salary survey, but also at the bottom of the scale within our own state. I want you to know further that my No. 1 priority is to seek a salary increase in the supplemental budget that we take to the Legislature this January.

Finally, I have asked the WWSC Foundation to raise two $1,000 annual awards for Excellence in Teaching. I am hopeful that they will approve and succeed. The method for choosing the awardees has not been established, and I shall seek advice about this.

The Senate has helped me to form search committees for the positions of Vice President for Academic Affairs, Graduate Dean, and Director of Continuing Studies. The Department of Business Administration and Economics, and the Fine and Performing Arts associated departments, are in the process of forming deans' search committees and the Foundation has a committee in process of selecting a new Director. I trust that all these positions will be filled no later than July 1, 1976, and hopefully sooner.

Next, I would like to raise a set of issues and briefly summarize our present involvement in them, which have enormous long range import for all of us. I shall call the set of issues "The Council Staff Master Plan," but they extend beyond the plan itself. A little background might help. As doubtless you all know, the Council for Post-secondary Education, formerly the Council on Higher Education, is a body of citizens appointed by the Governor,
and legislatively mandated to review and recommend over a wide area of policy and program areas in higher education. The Council was created in 1969, and until last spring contained as ex officio, though non-voting members, the presidents of the six public higher education institutions in the state. Last spring, the presidents were removed from the Council, but for one, who holds the chairmanship of the Council of Presidents and who may vote. This is currently John Hogness of Washington. A new Executive Coordinator of the Council, Mr. Pat Callan, has just taken office (in June) and a new chairman, Mr. Walter Howe of Bellevue, has also served since July, 1975.

The Council staff consists of about 27 full-time people, 13 professionals, with varying backgrounds. This staff has been involved in writing a plan for higher education in this state for five years. The plan appeared in draft form last spring, and President Flora, with help from others, replied to it in a long letter. Verbal testimony was also given, including that of Vice Provost Albers, on many points and proposals with which this institution disagreed.

No substantive changes were made as a result of these criticisms. We are sure of this, because we have done a line-by-line comparison with the latest version, which is scheduled for presentation for final approval by the full Council in December of this year.

I first became aware of the latest proposals when they were distributed in summary form after my arrival on July 15. Since their potential impact upon us is enormous, I immediately asked Dr. Michael Barnhart to obtain a galley proof without waiting for the full document to be printed and distributed by the state printer. Dr. Albers has been working virtually fulltime upon it ever since, as have others. This gave us about four additional weeks to study the document, and we prepared a 24-page summary of criticisms and concerns about 36 of the 201 specific proposals in the plan. This was given to Mr. Callan on September 12, and he was asked to respond to two specific proposal complaints within a week if possible. The specific proposals were the recommendations to prohibit us from offering any doctoral program until at least 1982, and the proposals to confine basic or theoretical research to the two universities. It appears that no change will be forthcoming on the doctoral recommendations, except that it is possible that one of the four separate proposals which make this recommendation might be dropped on the grounds of overkill. The staff will agree to rewrite the proposals concerning research and to ask our opinion in so doing, but they say the final proposals cannot leave the research role of the colleges as "open ended" as that of the universities. I am not sure what this means. I am sure it affects us more than any other school.

I have tried to be fair in my public discussions of the proposals, and to state that I do support the majority of the proposals in the draft plan. In fact, there is now in preparation a summary of the reasons for which we support many of the proposals (at least 82 of them, as compared to 36 which we criticize), which will be distributed to everyone who received a copy of our critical remarks and to the media. Occasionally remarks have been attributed to me that I did not make, and perhaps the negative has infrequently been overemphasized by the papers, but for the most part our side has been presented in a balanced, decorous and objective way. As expected, some staff and council members are upset by the public exposure of our disagreement with the plan, but there was little reason to expect any change in it, given the record, without some exposure, and there is no assurance of such change even with it.

If I had my way, I most assuredly would not have become embroiled in disagreements with the Council staff after having been here only a few weeks. But there is no choice; not so long as they refuse to change the date for submitting the plan for final approval, and they have been asked to do that, and have refused.

And now we come to our mutual and most immediate and personal concern, another issue which, had I the freedom to postpone consideration of it, I would most assuredly have done so. Although the problem is profound in its implications, it is essentially simple in nature. Even after the departure of 28 people from the faculty over the last two years, and even with the heroic sacrifices of dozens of other faculty, we remain staffed at a level almost 23 people over our allocated number of full-time faculty positions. To state it another way, our full-time equivalent faculty position is 428; the number of actual faculty under contract is 23 more than that number, or 451.

This situation has been made possible because many faculty members, sometimes as many as 80 and at others as few as 40, have volunteered to accept reduced salaries, often without fully comparable reductions in academic responsibilities, to retain their colleagues on the faculty. Now, however, dissatisfaction with this arrangement has become significant. Entire departments have expressed this dissatisfaction in writing. Moreover, we have become progressively frozen into the present distributive pattern of faculty staffing, because of the increasing percentage of tenured faculty, now at 83 per cent, and the consequent understandable tendency to reduce untenured faculty rather than face some of the harsh possibilities of a purely programmatic reduction.

Now I could, if I would, tell you some of the implications I see following from our current staffing situation. I am sure that you are already forming or have formed such conclusions for yourselves, based on the data I have provided you. But I am not going to do that, at least not at this time. Rather, I am going to say what I think two realities are, of a truly unquestionable nature, and then I am going to establish a process by which I think we can arrive at an understanding of the consequences of those realities for this university.

The two realities are these: First, is a principle of legal responsibility and educational ethics, namely, that our primary obligation is not to protect our own jobs, but to provide the best education we can for the residents and taxpayers of this state; second, we cannot decide what the words "best education" mean in our context except through an overall understanding of what our academic program is, and of how that description compares with what we think it ought to be, what we want it to be, for the next while. Although individuals and individual departments know what their own programs are, and perhaps what they want them to be, I do not think that there is a widespread understanding of what the institutional program is, or of what it should be.

I am therefore appointing a Program Study Committee, composed entirely of distinguished and devoted faculty, to analyze our undergraduate and graduate curriculum at the departmental program level. I shall ask this select group to arrive at recommendations concerning which programs should be given

(Continued on page 8)
Continuing ed growing rapidly at WWSC

Continuing education is the fastest-growing segment of higher education in the United States, and it is the aspect of Western in which enrollment is growing most rapidly, according to Robert Thirsk, acting director of the Center for Continuing Education at WWSC.

The Center's enrollment increased by 38 per cent from fall to winter quarter last year, and topped with an estimated 50 per cent increase last spring.

"One out of every nine Western students is currently enrolled in a continuing education program," Thirsk said. He also noted that one in every four people nationally is, or will be, involved in some form of continuing education.

The major reasons for this growth are a need for retraining and learning new skills, a need for updating skills already acquired and a growing amount of time spent in leisure activities among our population.

"It is anticipated that the average person graduating from college this year may undergo seven or eight periods of major retraining during his working lifetime," Thirsk explained. "This will come about as job opportunities change and whole new fields of technology develop."

Not only will career opportunities change, but with the rapidity of new technology people who do not keep up with the innovations in their particular fields of expertise soon become ineffective.

In addition to career-oriented needs, people also desire continuing education programs for their own enjoyment or personal growth as they seek new interests and ideas. Increasing amounts of leisure time provide greater opportunities to pursue such interests.

Western is growing in importance as a supplier of continuing education.

Nearly all of Western's Continuing Education programs are located off campus, from Blaine to Vancouver, Washington. A majority of them are in the greater Seattle metropolitan area, where more than half of the state's population resides, but the College also serves such communities as Everett, Oak Harbor, Snoqualmie, Renton, Hoquiam, Aberdeen, Port Angeles, Chehalis and Longview.

Western takes great care to make certain that the quality of instruction off campus is equal to that received by resident students.

"Instructors are either regular members of Western's faculty who travel to outlying areas or are based there, or they are adjunct faculty who have met with WWSC approval," said Thirsk.

"The latter must have their qualifications carefully reviewed by appropriate academic departments."

"And curriculum offerings off campus are those of the College. The Center for Continuing Education does not have classes of its own, but is merely the agency of the College through which courses are presented to off-campus constituencies."

About 25 per cent of Continuing Education courses are held in the Bellingham area, in classrooms at industrial centers, in high schools, libraries, and elsewhere. Nearly all of the classes offered are held in the evening or on weekends.

The typical person enrolled in Western's Continuing Education programs must sandwich education between an occupation and family responsibilities. Most are 28 to 30 years of age or older, have a family and a job, and sign up for three to six credit hours of school per quarter. Some are working toward baccalaureate and graduate degrees; many are involved in an independent study program.

"Most of those working toward degrees wouldn't be able to stay in their programs if we couldn't provide classes after working hours and in a convenient location," Thirsk noted.

Continuing Education students take classes from 25 different academic departments; in education, technology, a wide range of offerings. The largest occupation group is composed of teachers, but there is a growing demand for courses from people in business, industry and government.

Some 350 students, most of them in the western part of the state, are enrolled in correspondence courses. Two-thirds of these are more than 30 years of age and are taking courses in business and economics, education, history, philosophy, math and many other areas.

Many of Western's continuing students are alumni.

"Western has learned that it has a continuing responsibility to help its graduates remain current and updated in their fields," Thirsk said. "College education should be a lifelong activity, and Western clearly recognizes and accepts its continuing responsibility to its graduates."

Julian Pawlowski, assistant director for program development, commented that this responsibility has led Continuing Education to develop and market graduate-degree programs in a variety of academic and geographic areas.

Currently, a Continuing Education student living in Seattle may work toward a master's degree in education, majoring in reading or physical education. A student in Everett may work toward a degree in education administration, while a Tacoma student may work toward a degree in special education.

In addition, a bachelor's degree sequence in history is offered in Oak Harbor on Whidbey Island.

Other undergraduate- and graduate-degree programs are also being developed by Continuing Education for its western Washington service area, Pawlowski said.

"These programs will become operational as the need for them is demonstrated by students in the field," he said.

Anyone wishing further information on Continuing Education and its off-campus or correspondence programs should write the Center for Continuing Education, Edens Hall 231, WWSC. □

Western maps

(Continued from page 3)

to Turbeville to photograph. Bennett also provides the film. As each new detailed map is added, the corresponding larger grid section is rephotographed with the new slide number appropriately marked.

At present, the system has been expanded to 75 slides, with more to be added. The system will continue to grow as the county develops and new roads and streets are created.

Bennett has been adding color to streets in his original drawings to make them more easily discernible.

"We certainly appreciate the cooperation we have received from the College in developing this system," Bennett said. "They have provided many of the maps we have used and Dan Turbeville has provided the knowledge to make it work."
Western Washington State College is considering the establishment of courses to be offered at off-campus location. These courses could be individual or a part of a program leading toward a degree. We would very much appreciate your assistance in responding to the following questions so that our planning can take into account the courses you would find useful for your educational goals.

1. If a college degree program in your area of interest is offered at a site near your home, would you enroll? Yes □ 01 No □ 02
2. If courses in your area of interest not necessarily leading toward a college degree were offered at a site near your home, would you enroll? Yes □ 01 No □ 02
3. What is your present educational level? High School Graduate □ 01 Community College Grad. □ 02 College Graduate □ 03 Master's Degree □ 04
4. Which of the following is of greatest interest to you? CHECK ONLY ONE.
   - BUSINESS
     - Accounting □ 01
     - Economics □ 02
     - Management □ 03
     - Personnel □ 04
     - General Business □ 05
   - SOCIAL SCIENCES
     - Ethnic Studies □ 06
     - Human Services □ 07
     - Geography □ 08
     - History □ 09
     - Psychology □ 10
     - Sociology □ 11
     - Speech □ 12
     - Interpersonal Communication □ 13
     - Political Science □ 14
     - Home Economics □ 15
   - TECHNOLOGY AND INDUSTRIAL EDUCATION
     - Vocational Teacher Training □ 16
     - Engineering Technology □ 17
     - Industrial Safety □ 18
     - Industrial Technology □ 19
   - GRADUATE PROGRAMS
     - 5th Year □ 20
     - Other □ 21
   - EDUCATION
     - Elementary □ 02
     - Secondary □ 03
     - Special □ 04
     - Reading □ 05
     - Administration □ 06
     - Learning Resources □ 07
   - ARTS
     - Visual Arts □ 08
     - Theatre □ 09
     - Music □ 10
     - Dance □ 11
     - Writing □ 12
     - Literature □ 13
   - SOCIAL SCIENCES
     - Chemistry □ 14
     - Biology □ 15
     - Physics □ 16
     - Geology □ 17
     - Mathematics □ 18
   - ENVIRONMENTAL STUDIES
     - Environmental Education □ 19
     - Ecology □ 20
   - SCIENCE
     - Chemistry □ 21
     - Biology □ 22
     - Physics □ 23
     - Geology □ 24
     - Mathematics □ 25
   - ARTS
     - Visual Arts □ 26
     - Theatre □ 27
     - Music □ 28
     - Dance □ 29
     - Writing □ 30
     - Literature □ 31
   - SOCIAL SCIENCES
     - Chemistry □ 32
     - Biology □ 33
     - Physics □ 34
     - Geology □ 35
     - Mathematics □ 36
   - ENVIRONMENTAL STUDIES
     - Environmental Education □ 37
     - Ecology □ 38
   - SCIENCE
     - Chemistry □ 39
     - Biology □ 40
     - Physics □ 41
     - Geology □ 42
     - Mathematics □ 43
5. If courses were not offered in your town, to which area would you be willing to commute?
   - Bellevue □
   - Edmonds □
   - Bellingham □
   - Port Angeles □
   - Seattle □
   - Everett □
   - Mount Vernon □
   - Port Townsend □
   - Highline □
   - Auburn □
   - Blaine □
   - Bremerton □
   - Shoreline □
   - Tacoma □
   - Oak Harbor □
6. When could you normally attend classes?
   - Weekdays □ 01
   - Saturdays □ 02
   - Sundays □ 03
   - Weekdays □ 04
   - Weekdays □ 05
7. How many hours per week would you prefer to attend a single course? CHECK ONLY ONE.
   - One □ 01
   - Two □ 02
   - Three □ 03
   - Four □ 04
   - Five □ 05
8. How many hours do you work? Full Time □ 01 Part Time □ 02
9. Which teaching methods would you prefer? CHECK ALL THAT APPLY.
   - Lectures □ 01
   - Discussion □ 02
   - Correspondence □ 03
   - Workshops □ 04
   - Work Internships □ 05
   - Field Trips □ 06
   - Supervised Independent Study □ 07
   - Other □ 08
10. What is your age category?
    - 18-24 □ 01
    - 25-34 □ 02
    - 35-49 □ 03
    - 50 and over □ 04
11. I would be interested in receiving further information about off-campus courses. Yes □ 01 No □ 02

ADDRESS

Street
City/Town
State
Zip
additional future support, which should be reduced, and which should be continued at the same approximate level as presently exists. On the basis of these recommendations, I shall ask the Allocations Advisory Committee of the All-College Senate to recommend numerical staffing assignments for each department, and I shall then ask each department to assign these positions in accordance with the recommendations of the Program Study Committee. I trust that the program study group will hear testimony and accumulate facts from all sources, but in particular from the departmental faculty and from students.

I give the charge to this committee now: It is not an option for us to do nothing; nor is it open to us to solve our difficulties by reductions based upon factors having little or no relationship to the concept of what our overall academic program should be to best serve our students. Therefore, I ask you to determine what the program should be, and to propose such changes in levels of support as will bring that concept to fruition, without consideration of individual faculty status or position except as that shall bear upon the ability to bring the program to what it ought to be. The committee members have all been asked to serve within the last week, and all have agreed. They are: Professor Ralph Thompson (professor emeritus of education), chairman, and Professors Louis Barrett (physics), Don Easterbrook (geology), Hugh Fleetwood (philosophy), Robert Keller (Fairhaven), Mary McIntyre (art), Gerard Rutan (political science), Larry Swift (education) and Paul Woodring (distinguished service professor).

I ask the committee, and the AAC, to complete their work, if it is humanly possible, by December 1. I recognize that this is an enormously constricted time frame, but all members of the committee were told of this criterion, and all agreed to try. The reasons for it are requirements of notice, together with the possibility that changes by the trustees in the Reduction in Force policy now in effect could possibly be entailed by several possible sets of recommended staffing levels.

I wish with all my heart that I could have appeared before you for at least this first time with a cheerful outlook, with promises of good fortune, and with assurances that all was as it should be within our house; but this is not the case, and I did not accept this position in ignorance of Western's potential difficulties, as well as its promise for the future. With good will, and with dedication to the principle that we must have the best program we can offer, we can turn these difficult times to our advantage. I know that you have the courage, commitment and good will to do what is needed..."

Five-day campus conference discusses problems of man, government and sea

The fate of Puget Sound's dwindling salmon industry still remains in question today, but fishermen, Indians, government officials and other authorities on various aspects of Puget Sound had a chance to discuss that issue and many others during a five-day conference held at Western's Arntzen Hall in September.

Titled "Man, Government and the Sea: Northern Puget Sound and The Georgia Strait," the conference concerned itself with such controversial subjects as government regulation of the fishing industry, the "Canadianization" of Whatcom County, shoreline management and the effects of oil tanker traffic and possible oil spills in these waters.

State legislators Mary K. Becker, Duane Berenson and H.A. "Barney" Goltz addressed the conference on a multitude of subjects; James Dooliver, administrative assistant to Gov. Dan Evans, and U.S. Rep. Lloyd Meeds also spoke. While Western faculty members provided expert commentary on geographic aspects of the region, humanists furnished some historical insight and offered basic philosophical considerations.

The biggest attractions of the conference were two evening symposia dealing with Canadian property owners in Whatcom County and the current fishing-rights dispute.

Robert Wenman, a member of the Canadian parliament, and Dr. Walter Hardwick of the University of British Columbia told the mostly American audience that the surge of Canadians buying property in Whatcom County had only just begun. Both suggested that if Whatcom County residents resent Canadians buying recreational property here, then maybe a law should be passed to prohibit or limit that activity.

Fishermen and Indians had their say too, during an evening symposium titled "The Indian Fisheries." A panel composed of state fisheries director Don Moos, former director Milo Moore and representatives of three area Indian tribes exchanged brief statements, then fielded questions from the audience.

It was generally agreed that recent federal court rulings giving Indians 50 per cent of the salmon catch have left the industry and the state in total darkness as to who has authority to regulate the fishery. The state, Indian and non-Indian fishermen all agreed something has to be done to save Washington's salmon industry—just what that something is wasn't arrived at, however.

The conference was directed by Dr. Manfred C. Vernon, professor emeritus of political science, and sponsored by Western's Bureau for Faculty Research and the Center for Pacific Northwest Studies, through a grant by the Washington Commission for the Humanities.